DOCUMENT RESUME

ED 192 502 EC 130 164

TITLE State Plan for the Education of the Gifted.
INSTITUTION Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
PUB DATE 79
NOTE 34p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Delivery Systems; Educational Legislation; Elementary Secondary Education; Eligibility; *Gifted; *Program Implementation; *Special Programs; *State Programs; State School District Relationship; Talent Identification
IDENTIFIERS *Georgia

ABSTRACT

The document outlines the Georgia State Plan for providing special programs to gifted students within the public schools. Section I covers legal authorizations for special education services including state statutes, state board of education policies, and federal regulations and statutes. The primary responsibilities of state department of education staff (such as providing teacher allotments and operational funds to local education agencies to be used to operate programs for the gifted) are mentioned in Section II. A third section covers management and operation of the state plan with segments on the following: state structure; local structure; function and relationship of the advisory committee; cooperative arrangements; criteria and assurances for state education agency approval for local plans for education of the gifted; personnel; instructional materials; target population, student eligibility, placement, and identification; facilities; delivery models; support services; administration; appeal procedures; and disbursement of funds. Section IV outlines the provisions of Georgia's Program for Exceptional Children. Regulations and Procedures; while a final section lists standardized mental ability and achievement tests. (SBH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED192502

Georgia Department Of Education

State Plan For The Education Of The Gifted

EC 130 164

Division of Special Programs
Office of Instructional Services
Georgia Department of Education
Atlanta, Georgia 30334
Charles McDaniel
State Superintendent of Schools

1979

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
A. Moughon
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972); or handicap (Section 504 of the Rehabilitation Act of 1973), in educational programs or activities receiving federal financial assistance.

Employees, students and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies.

The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title VI — Peyton Williams Jr., Associate Superintendent of State Schools and Special Services
Title IX — Evelyn Rowe, Coordinator
Section 504 — Jane Lee, Coordinator of Special Education
Vocational Equity — Loydia Webber, Coordinator

Inquiries concerning the application of Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, 231 State Office Building, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323 or to the Director, Office for Civil Rights, Department of Health, Education and Welfare, Washington, DC 20201.

TABLE OF CONTENTS

I. LEGAL AUTHORIZATIONS

A. State Statutes 1

B. State Board of Education Policies 6

C. Federal Regulations and Statutes 8

II. ROLE OF THE GEORGIA DEPARTMENT OF EDUCATION..... 10

III. MANAGEMENT AND OPERATION

A. Management 11

1. State Structure 11

2. Local Structure 11

3. Function and Relationship of Advisory Committee 11

4. Cooperative Arrangements 11

a. Cooperative Educational Services Agencies (CESA) . . 11

b. Georgia Learning Resources System (GLRS) 12

B. Operation

1. Criteria and Assurances for SEA (State Education Agency) Approval for Local Plans for Education of the Gifted . . 12

2. Personnel 13

3. Instructional Materials. 14

4. Target Population, Student Eligibility, Placement and Identification 14

a. Target Population 14

b. Student Eligibility, Placement and Identification . 14

c. Compilation of Data 14

d. Definition 15

e. Procedural Safeguards 15

f. Special Education Placement Committee 15

(1) Purpose and Function 15

(2) Membership 16

(3) Placement Committee Procedure 16

5. Facilities 17

6. Delivery Models 18

a. Grouping 18

(1) Ability 18

(2) Achievement 18

b. Self-contained Classrooms 18
c. Resources 18
(1) Resource Room 18
(2) Resource Teacher 19
(3) Itinerant Resource Teacher 19
d. Extended Day Program 19
e. Acceleration 19
(1) Grade Skipping 19
(2) Advanced Placement Courses 19
(3) Early Admission 20
(a) Early Admission to College 20
(b) Early Admission to School 20
f. Joint Enrollment Program 20
g. Special Seminar 20
h. Independent Study 20
i. In-depth - Comprehensive Courses 21
j. Other 21
7. Support Services 21
8. Administration 21
9. Appeal Procedures 22
10. Disbursement of Funds 22

IV. PROCEDURAL SAFEGUARDS
A. General Provisions 23
B. Due Process 23
C. Nondiscriminatory Testing and Placement 26
D. Confidentiality of Records 27

V. ASSESSMENT INSTRUMENTS
A. Mental Ability Tests 28
B. Academic Achievement Tests 29

STATE PROGRAM FOR THE GIFTED

I. LEGAL AUTHORIZATIONS

A. State Statutes - Chapter 32-6A. Adequate Program for Education in Georgia. Code of Georgia Annotated (1974, 1975)

1. Section 32-605a Special Education

(a) All children and youth who are eligible for the general education program, preschool education, or who have special educational needs and three and four year old children who are either physically, mentally or emotionally handicapped or perceptually or linguistically deficient shall also be eligible for special education services. Children, ages 0-5 years, whose handicap is so severe as to necessitate early education intervention may be eligible for special education services. Children and youth with special needs are those who have emotional, physical, communicative, or intellectual deviations, or a combination thereof, to the degree that there is interference with school achievements or adjustments, or prevention of full academic attainment and who require modifications or alterations in their educational programs. This definition includes children who are intellectually gifted, mentally retarded, physically handicapped, speech handicapped, behaviorally disordered, hospital or homebound, handicapped by a specific learning disability, multihandicapped, autistic, hearing impaired, visually impaired and any other areas of special needs which may be identified. The State Board of Education shall adopt classification criteria for each area of special need to be served on a Statewide basis, both for students to be served in a self-contained setting and those who can be served effectively in the regular classroom by itinerant personnel.

(b) Local units of administration shall, subject to any limitations hereinafter specified, provide a special education program for all students with special needs who are residents of their school systems, either by establishing and maintaining such educational facilities and employing such professional workers as are needed by these students or by entering into a contract with other school systems or Cooperative Educational Service Agencies for such services.

(c) The State Board of Education shall have the authority to provide educational and training services for children who have special educational needs such as emotional, physical, communicative, or intellectual deviations, or any combination thereof, to the degree that there is interference with school

achievements or adjustments, or prevention of full academic attainment and who require modifications or alterations in their educational program. This definition includes children who are mentally retarded, physically handicapped, speech handicapped, multiple handicapped, autistic, intellectually gifted, hearing impaired, visually impaired and any other areas of special needs which may be identified. The State Board of Education may provide such educational and training services by:

(1) contracting with or making grants to suitable private or public institutions, or with both public and private institutions, inside or outside the State of Georgia for the provision of such services;

(2) contracting with suitable public agencies and departments, including institutions in which eligible children are confined and outpatient centers serving eligible children, inside and outside the State of Georgia for the provision of such services; or

(3) entering into reciprocal agreements with other states or political subdivisions thereof for the provision of such services.

(d) The State Board of Education may promulgate any rules, regulations and standards and establish the terms and conditions governing the provision of state aid hereunder and perform any and all acts necessary or proper to carry out the provisions, intent and purpose of this section.

(e) It is further provided that every child and youth eligible for special education services shall have access to a quality program on or before two years after the date this Act becomes law.

NOTE: All children with special needs shall be served on or before July 1, 1977.

2. Section 32-609a Establishment of other special programs of education; allotment of teachers and other personnel; sharing of costs

(d) The State Board of Education is hereby authorized to inaugurate a student honors program for pupils in the public and private high schools of this state who have manifested exceptional abilities, unique potentials, or who have made exceptional academic achievements. Such program may be conducted during summer months between normal school year terms at institutions of higher learning or other appropriate centers within this state with facilities adequate to provide challenging opportunities for

advanced study and accomplishments by such students. The student honors program shall be implemented and operated in accordance with criteria to be established by the State Board, and operating and pupil costs and expenses may be paid by the State Department of Education from funds made available for this purpose by the State Board. The State Board is authorized to enter into cooperative agreements with the Board of Regents for operating and sharing the costs of such programs.

3. Senate Bill 143 (Passed by the General Assembly, 1979)

To amend an Act know as the "Adequate Program for Education in Georgia Act", approved March 26, 1974 (Ga. Laws 1974, p. 1045), as amended particularly by an Act approved April 17, 1975 (Ga. Laws 1975, p. 539), so as to provide a basis for allocating special education instructional units to local units of administration; to provide for matters relating thereto; to provide an effective date; to repeal conflicting laws; and for other purposes.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

Section 1. An Act know as the "Adequate Program for Education in Georgia Act", approved March 26, 1974 (Ga. Laws 1974, p. 1045), as amended, particularly by an Act approved April 17, 1975 (Ga. Laws 1975, p. 539), is hereby amended by adding at the end of subsection (b) of Section 5 the following:

"The State Board of Education shall annually allot special education instructional units to local units of administration on the basis of an average pupil-teacher ratio for all areas of exceptionality, including gifted, which shall be one unit for every twenty-two pupils in average daily membership who were eligible to receive special education services during the preceding year or who were properly identified as needing special education services and were still on a waiting list at the end of the school year. Allocation of instructional units shall be calculated on no more than fifteen percent of the total school population in grades 1-12; provided, however, that any local unit may petition the State Board for additional special education instructional units needed to serve exceptional pupils who are enrolled in significantly higher proportions than normally expected. Furthermore, the State Board of Education shall provide for the allotment of special education instructional units to special programs identified by the State Board, including, but not limited to, centers for the emotionally disturbed. The amount of funds distributed to any local unit of administration for this purpose during any fiscal year shall not be in excess of the amount actually required by the local unit for payment of salaries of special education teachers actually employed by the local unit. The amount of funds needed by a local unit to pay salaries of special education teachers shall be determined

on a ten-month basis in accordance with the State minimum salary schedule provided for in Section 56 of this Act; however, a twelve-month basis will be used in such determinations in those instances in which the General Assembly has explicitly authorized twelve-month operation of special education programs.",

so that when so amended, subsection (b) of Section 5 shall read as follows:

"(b) Local units of administration shall, subject to any limitations hereinafter specified, provide a special education program for all students with special needs who are residents of their school systems, either by establishing and maintaining such educational facilities and employing such professional workers as are needed by these students or by entering into a contract with other school systems or Cooperative Educational Service Agencies for such services. The State Board of Education shall annually allot special education instructional units to local units of administration on the basis of an average pupil-teacher ratio for all areas of exceptionality, including gifted, which ratio shall be one unit for every twenty-two pupils in average daily membership who were eligible to receive special education services during the preceding year or who were properly identified as needing special education services and were still on a waiting list at the end of the school year. Allocation of instructional units shall be calculated on no more than fifteen percent of the total school population in grades 1-12; provided, however, that any local unit may petition the State Board for additional special education instructional units needed to serve exceptional pupils who are enrolled in significantly higher proportions than normally expected. Furthermore, the State Board of Education shall provide for the allotment of special education instructional units to special programs identified by the State Board, including, but not limited to, centers for the emotionally disturbed. The amount of funds distributed to any local unit of administration for this purpose during any fiscal year shall not be in excess of the amount actually required by the local unit for payment of salaries of special education teachers actually employed by the local unit. The amount of funds needed by a local unit to pay salaries of special education teachers shall be determined on a ten-month basis in accordance with the State minimum salary schedule provided for in Section 56 of this Act; however, a twelve-month basis will be used in such determinations in those instances in which the General Assembly has explicitly authorized twelve-month operation of special education programs."

Section 2. Special emphasis shall be given to gifted children.

Section 3. This Act shall become effective upon its approval by the Governor or upon its becoming law without his approval.

Section 4. All laws and parts of laws in conflict with this Act are hereby repealed.

4. Senate Bill 128 (Passed by the General Assembly, 1979)

To amend an Act known as the "Adequate Program for Education in Georgia Act", approved March 26, 1979 (Ga. Laws 1974, p. 1045), as amended, particularly by an Act approved April 17, 1975 (Ga. Laws 1975, p. 539), so as to change the provisions relating to midterm adjustment of allotments of personnel and State funds; to repeal conflicting laws; and for other purposes.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

Section 1. An Act known as the "Adequate Program for Education in Georgia Act", approved March 26, 1974 (Ga. Laws 1974, p. 1045), as amended, particularly by an Act approved April 17, 1975 (Ga. Laws 1975, p. 539), is hereby amended by inserting in Section 42 between the figure and comma "16,", and the figure "20" the figure and comma "17," and by inserting in said Section 42, immediately preceding the last sentence thereof, the following sentence:

> "The State Board shall also make appropriate adjustments in the allotment of funds pursuant to Section 5 of this Act to reflect increased average daily membership in special education classes and in the allotment of funds pursuant to Section 7 of this Act to reflect increased average daily attendance in classes in the kindergarten program, except that such adjustments for kindergarten classes for children with special education needs shall reflect increased average daily membership in such classes."

so that when so amended Section 42 shall read as follows:

> "Section 42. Midterm Adjustment of Allotments of Personnel and State Funds. The State Board shall require submission of official reports of attendance of pupils by local units of administration during the current school year. Whenever the official attendance reports of any local unit shall show an increase in average daily attendance of pupils during the current school year, the State Board of Education shall, at least semiannually during such school year, increase, the State-contributed adequate program for education funds allotted to such local unit at the beginning of the current school year under Sections 10, 12, 13, 14, 15, 16, 17, 20, 21, and 24 of this Act, in proportion to the current increase in average daily attendance of pupils in the local unit and in accordance with the provisions of this Act. The State Board shall also make appropriate adjustments to the allotment of funds pursuant to Section 5 of this Act to reflect increased average daily membership in special education classes and to the allotment of funds pursuant to Section 7 of this Act to reflect increased average daily attendance in classes in the kindergarten program, except that such adjustments for kindergarten classes for children with special education needs shall reflect increased average daily membership in such classes. The State Board shall, at the beginning of each

fiscal school year, set aside from the total appropriation for educational purposes an amount of money deemed sufficient to meet the needs of such midterm adjustments."

Section 2. All laws and parts of laws in conflict with this Act are hereby repealed.

B. State Board of Education Policies

30-1111 Definition and State Plan

The State of Georgia, State Board of Education has an essential responsibility to provide appropriate educational opportunities to all children and youth including those exceptional children whose school achievement or adjustment is hindered due to emotional, physical, communicative or intellectual deviations, or a combination thereof.

A child or youth from three through 20 years of age is considered to be exceptional if he meets any of the following requiements.

1. Is physically handicapped
2. Is mentally retarded (educable or trainable)
3. Is speech impaired
4. Is hearing impaired
5. Is visually impaired
6. Is multi-handicapped
7. Requires hospital or home instruction
8. Is intellectually gifted
9. Has a specific learning disability
10. Has a specific behavior disorder
11. Is autistic
12. Has other special needs which may be identified

Children from birth through five years of age whose handicap is so severe as to necessitate early education intervention may be eligible for special education services.

The State Superintendent of Schools shall prepare and submit to the State Board a comprehensive State Plan for Exceptional Children and Youth that

1. Includes all areas of exceptionality,
2. Reflects the expected enrollment of students in the special education program,
3. Details the procedures for program operation,
4. Includes procedural due process guarantees,
5. Reflects the cost of operating the program.
6. Projects staffing requirements and staffing feasibility for implementation of the program,
7. Contains procedures and formulas for the allocation of state and federal funds to local school systems.

The State Plan shall make provisions for the operation of state-operated schools and local school system programs and shall provide the opportunity for all exceptional children and youth to participate in appropriate programs. Services outside the local school system will be provided when the local system is unable to meet special needs.

The State Plan shall provide for an Advisory Council for Exceptional Children to act in an advisory capacity to the State Superintendent in such areas as he may deem necessary. The Council shall be appointed by the State Board upon recommendation by the State Superintendent.

In order to coordinate their services and provide a comprehensive program for special education the State Board of Education and the Georgia Board of Human Resources shall establish a Coordinating Committee for Exceptional Individuals and Preschool Programs. The Committee shall meet at least once every quarter and consist of no less than three members from each of the departments operated under the two Boards, including at least one individual at one of the top two levels of management.

30-1112 Education of the Gifted

There are identifiable children and youth in Georgia who, because of high mental ability, have special educational needs and, in order to develop to their fullest potential, need an educational program specially designed for them. The State Board of Education endorses the development and operation of programs of special education for pupils in the public schools of this state who have manifested exceptional abilities, unique potentials or who have made exceptional academic achievements.

The State Superintendent shall develop for State Board approval a State Plan for the Education of the Gifted which shall make provisions for

1. Special programs of education for gifted children and youth of all ages during the regular school year,
2. The operation of a special student honors program for gifted students in public and private high schools to be conducted during the summer months.

The State Superintendent shall require local school systems to submit local plans for participation in the program for the gifted. The State Superintendent shall develop guidelines for the development of local plans.

30-1114 Allotment of Funds and Personnel

The allotment of funds by the State Board to local school systems for use in programs for special education shall

1. Provide for state-approved teachers of exceptional children,
2. Provide for maintenance and operation, sick leave, textbooks and library materials for each special education unit,

3. Provide for the purchase of braille and large print materials for children and youth who are blind or partially sighted,
4. Provide for transportation of exceptional pupils,
5. Include the average daily attendance of exceptional children and youth in determining capital outlay allocations.

The State Board shall annually allot additional funds to local units of administration to enable local units to furnish certified teachers and other professional personnel to elementary, secondary or vocational schools operated within institutions maintained primarily for the detention of persons within school age, provided that the course of instruction offered in these programs shall meet the minimum academic requirements and standards required by the public schools of the local unit.

The State Board shall have the authority to provide additional personnel and funds for educational programs not ordinarily coming within the prescribed curricula for the public schools, and for other special programs deemed necessary to carry out education and services.

30-1122 Education of the Gifted

The Office of Instructional Services shall maintain a State Plan for the Education of the Gifted which provides rules and regulations for the allotment and use of personnel, and guidelines for development and review of local school system plans for participation in the program for the gifted.

The Office of Instructional Services shall provide technical assistance to local school systems in the development and implementation of local plans.

30-1124 Allotment of Funds and Personnel

The Office of Instructional Services shall formulate criteria for the allotment of

1. Special education teachers to local school systems in keeping with approved state and local system plans,
2. Personnel and funds for special programs deemed necessary to carry out special education services.

C. Federal Regulations and Statutes

1. Public Law 93-380, Section 404

Section 404 (Gifted and Talented) of Public Law 93-380 provides a program of limited grants and contracts to support the education of gifted and talented children and youth through:

a. The development and dissemination to the public of information pertaining to the education of gifted and talented children and youth. (404b)

b. Grants to state and local educational agencies for the planning, development, operation, and improvement of programs and projects designed to meet the special educational needs of the gifted and talented at the preschool, elementary and secondary school levels. (404c)

c. Grants to state educational agencies for training personnel engaged or preparing to engage in education of the gifted or talented or as supervisors of such personnel. (404d)

d. Grants to institutions of higher education or other appropriate nonprofit agencies for training leadership personnel in the education of the gifted and talented. (404e)

e. Contracts with public and private agencies for the establishment and operation of model projects for the identification and education of the gifted and talented. (404g)

2. Public Law 95-561

Public Law 95-561, Educational Amendments, 1978, Title IX, Part A, "Gifted and Talented Children" passed by Congress in October 1978, provides for grants to state departments of education for the purpose of:

> Planning, developing, operating and improving programs designed to meet the special educational needs of gifted and talented children.

Under this program grants will be made to state departments of education. The amount of the grants will be based upon plans submitted by departments. Ninety percent of any federal funds received by Departments must go to local education agencies on a competitive basis. Fifty percent of the funds must be used for projects or programs that include a component for the education of disadvantaged gifted and talented students. Specific guidelines for the implementation of this title have not been issued by the U. S. Office of Education.

II. ROLE OF THE GEORGIA STATE DEPARTMENT OF EDUCATION

The responsibility for providing direct services to children is with the local education agencies. Activities of the Department are guided by state law and state board rules and regulations. Listed below are the primary responsibilities of staff at the Georgia State Department of Education relating to programs for the gifted.

A. Develop and disseminate regulations and procedures for local education agencies to use in planning, implementing, operating and evaluating programs for the gifted and related services in accordance with state and federal laws and regulations.

B. Provide consultative services and technical assistance to local education agencies for the purpose of planning, implementing, operating and improving special education programs grades K through 12 for intellectually gifted students.

C. Provide local agencies with guidelines and technical assistance in the development and updating of comprehensive special education plans for gifted children and youth, K through 12.

D. Provide teacher allotments and operational funds to local education agencies to be used to operate programs for the gifted.

E. Provide leadership in evaluation of certification requirements for teachers of the gifted. This effort will be done in conjunction with colleges and universities, Georgia Teacher Education Council, local education agencies and department of education staff.

F. Provide leadership to local education agencies in cooperation with colleges and universities in the development and implementation of a comprehensive staff development program for gifted students which will include training of teachers and staff development for regular classroom teachers who teach gifted students.

G. Monitor each local education agency program in order to assure that programs for the gifted are operated according to approved plans and State Board of Education regulations and procedures.

H. Conduct a student honors program, commonly referred to as Governor's Honors Program, in accordance with Section 32-609a of the Adequate Program for Education in Georgia (APEG) Act and state board policies and regulations, Section 30-1112.

I. Establish specially designed instructional programs for gifted handicapped students at both the preschool and regular school levels including local level and state schools.

J. Establish a method for accumulation of data concerning the operation of programs for the gifted.

III. MANAGEMENT AND OPERATION

A. Management

1. State Structure

Within the organizational structure of the Georgia Department of Education, the program for the gifted is assigned to the Division of Special Programs, Office of Instructional Services. All state plans including operational procedures shall be subject to approval by the State Superintendent of Schools and the State Board of Education. Staff currently includes only one consultant. However, it is recommended that beginning in FY 81, the state staff shall be increased to include a coordinator, two consultants and two full-time secretaries.

2. Local Structure

a. The placement of the program for the gifted within a local education agency shall be determined by the school superintendent and the local board of education.

b. The curricula needs of the gifted require a variety of personnel representing many areas of expertise; therefore, educational planning and services should reflect cooperative planning and arrangements between those relevant to the development and implementation of curricula for gifted students.

3. Function and Relationship of Advisory Committee

a. A statewide advisory committee shall be appointed by the State Board of Education to serve for a designated period of time on a rotating basis.

b. The committee serves in an advisory capacity only and recommendations are made to the Georgia Department of Education. In addition, ad hoc committees may be appointed through the Program for Exceptional Children to perform specific tasks.

4. Cooperative Arrangements

a. Cooperative Educational Services Agencies (CESA)

The following services for the gifted program are provided through CESA.

(1) Assistance in the identification or development of curriculum materials, evaluation and program design

(2) Coordination of multisystem student activities

(3) Assistance in testing for identification

(4) Assistance in writing reports and developing projects

(5) Information about gifted education at state and federal levels

(6) Assistance in staff development

(7) Assistance in identifying both human and physical resources

(8) Assistance in identifying appropriate instructional strategies for the gifted

b. Georgia Learning Resources System (GLRS)

The following services for the gifted program are available through GLRS.

(1) Consultative services

(2) Assessment materials

(3) Instructional materials for examination and use

(4) Professional materials

(5) Research results

(6) Staff development

c. Cooperative arrangements may be developed with other agencies as the need arises.

B. Operation

1. Criteria and Assurances for SEA (State Education Agency) Approval for Local Plans for Education of the Gifted

a. The State Board of Education requires that each local education agency develop comprehensive plans for meeting the needs of all exceptional children and youth. These plans must include provisions for serving gifted children.

b. The requirements for comprehensive planning for handicapped children are included in Appendix D of the Georgia Annual Program Plan for programs for exceptional children. Each school district may attach an addendum to this plan which addresses the needs of the gifted and this addendum should include the following provisions.

(1) Current status of special education programs for the gifted

(2) Projected number of students to be served each year for the next five years

(3) Budget for the upcoming fiscal year and proposed yearly budget for the next five years.

(4) Proposed curricular plans

(5) Programs and student evaluation procedure

(6) Outline of the types, functions and time allotments of all personnel involved with education of the gifted

2. Personnel

a. Personnel to work in the area of the gifted are authorized by APEG, Sections 5 and 21c.

b. Section 5 personnel assigned to work in the area of the gifted must work only with identified gifted students who have been admitted to the program through due process.

c. Allotments for teachers of the gifted are made in accordance with the provisions of Senate Bills 143 and 128. Maximum teacher-pupil load per delivery model used is specified in Section III, B6, Delivery Models.

d. Personnel working full time as teachers of the gifted must hold a professional certificate and must, prior to beginning work in the area of the gifted, meet certification requirements as approved by the State Board of Education. Requirements read as follows:

(1) Gifted may be added to a T-4, T-5, IS, AS or SC certificate upon successful completion of a sequence of courses totaling 15 quarter hours of graduate credit at an approved college. The sequence must include understandings and skills in in the needs of the gifted, methods, materials and curriculum for the gifted and educational measurement. One year of acceptable teaching experience is required prior to adding supplementary certification at any level. This field may be brought forward to higher levels of appropriate certificates such as from a T-4 to a T-5, TS-6 or D-7. (State Board of Education regulations approved September 12, 1975)

(2) Provisional in-field certification status, as approved by the Georgia Board of Education on December 13, 1978, is awarded upon successful completion of 10 of the required 15 hours in gifted education.

e. Section 21 personnel working as full-time coordinators of programs for the gifted holding either an IS or AS certificate must also be certified in the area of the gifted. Those not working full-time are encouraged to meet certification requirements.

3. Instructional Materials

   a. The amount of funds allotted per teacher through Georgia Code 32-613a to a local education agency should be earmarked for the purchase of special instructional materials for the gifted. Students in programs for the gifted require specialized materials and resources which may not be on the state approved textbook list. In order to provide needed materials for these students, funds appropriated under Georgia Code 32-613a and sent to systems because of special teachers of the gifted are exempt from regulations pertaining to the approved textbook list.

   b. Each local education agency operating a state-approved program for the gifted is encouraged to furnish those instructional materials and equipment which cannot be purchased with state funds.

4. Target Population, Student Eligibility, Placement and Identification

   a. Target Population

      Gifted students are those children and youth who possess a high degree of general intellectual ability and have the potential for high academic achievement and performance. These students have the intellectual potential to become high level innovators, evaluators, communicators, problem formulators and problem solvers in our complex society. This group comprises approximately three percent of the general school population

   b. Student Eligibility, Placement and Identification

      (1) The intent of the state to serve the target population described above necessitates gathering valid and appropriate evidence that indicates a student has the potential ability to perform at a significantly higher level than the average student before he is placed in a special education program for the gifted. The identification and placement of such students in a special program includes three phases.

         (a) Referral and screening

         (b) Comprehensive evaluation

         (c) Staffing by a placement committee

   c. All data concerning the student must be compiled into a case study to be reviewed by the special education committee.

   d. The case study must include a standardized mental ability test score that places the student at least 1 3/4 standard

deviations above the mean of the test administered. In the event a group mental ability is judged inappropriate as a measure of a particular student's ability, an individual psychological evaluation must be done to validate potential and to justify placement in a special program for the gifted. A minimum of at least one item from each group of indicators below must be included in the case study. See Section V for a partial listing of instruments that may be used.

(1) Referral and Observation

(a) Teacher referral

(b) Behavioral checklists

(c) Parent referral

(d) Peer referral

(e) Referrals by others such as principal, counselor, etc.

(2) Student Achievement

Standardized achievement test scores

(3) Other

(a) Student records

(b) Biographical data

e. For the identification and placement of gifted students in a special education program, procedural safeguards as approved by the State Board of Education must be followed by each local education agency. See Section IV for Procedural Safeguards.

f. Special Education Placement Committee policies as approved in 1978 by the State Board of Education and as given in Program for Exceptional Children, Regulations and Procedures must be followed. These policies are given below.

(1) Purpose and Functions

A Special Education Placement Committee (SEPC) shall be formed in each local school system. The primary function of the committee, without limitations, is to recommend special education services for individual students.

The determination to place any child into a special education program shall be made only after careful review of all data pertaining to the child, including referral party's specific criteria included in each program area.

In addition, the committee shall

(a) provide recommendations to the Special Education Advisory Committee as to the establishment of appropriate educational programs for every exceptional student;

(b) provide assurances to the local board that major goals of the child's educational program are outlined based upon the evaluative data;

(c) provide assurances to the local board that a planned program is outlined for each child and is on file in the school

(2) Membership

An appropriate placement committee should be chosen from, but not limited to the following.

(a) The school principal

(b) The referring party

(c) The child's regular education teacher

(d) The person who performed the evaluation

(e) The prospective special education teacher

(f) The director or consultant of special education who will act as chairperson

(g) The system superintendent or his appointed designee

(h) The social worker, visiting teacher, guidance counselor or school nurse

(3) Placement Committee Procedure

For the Special Education Placement Committee's action to have effect, the following shall occur.

(a) A majority of the committee shall be in attendance.

(b) Parents and school system should agree to the proposed action.

(c) The committee shall adhere to procedural due process requirements as contained in Section II B of Program for Exceptional Children Regulations and Procedures.

According to the local systems' discretion, one committee or several may be formed to meet the functions and purposes as set forth in Section III, B4f.(1)(b&c).

5. Facilities

a. Each local education agency operating approved programs for the gifted shall be responsible for providing those facilities needed, such as classrooms and office space needed to carry out effective instruction.

b. Unless otherwise specified under program areas, the following guidelines as approved in 1976 by the State Board of Education, and as stated in Program for Exceptional Children Regulations and Procedures shall apply.

The school system shall provide a classroom of suitable size in a distraction free area, as required by the type of program or services to be established, with appropriate furniture, materials, supplies and equipment to meet the needs of the class or individual children to be served.

For a self-contained or diagnostic class, the standard size (750 square feet) is suitable.

For a resource program, the room should be at least 350 square feet or larger depending upon the number of children being served at any one time, the kind and amount of furniture and equipment required and the necessity for storage capabilities.

For children with special physical needs, the classroom should be easily accessible to an outside entrance, the school cafeteria, library and office and should have its own restroom facilities or they should be provided immediately adjacent to the special classroom. Such classes should be in schools which meet Standards for Public Schools of Georgia.

Instructional space for exceptional children shall comply with the above State standards. Adequate storage and shelving should be provided. It is strongly recommended that mobile or portable classrooms be utilized only when regular education classes are also housed within such classrooms.

New construction, renovation and consolidation of facilities should be undertaken only with the approval of the School Plant Unit, Georgia Department of Education.

6. Delivery Models

Because of the nature of programs and the varying needs of gifted students, a local education agency should use a combination of delivery models in providing services. Below is a listing of delivery models, including case loads for certain models. Other delivery models tailored to suit student and local education agency needs may be implemented if approved by the Program for Exceptional Children, Special Programs Division, Office of Instructional Services, State Department of Education. Students enrolled in any model must spend, at a minimum, the equivalent of one full school day each week in the special program or with the special education teacher unless otherwise specified under a specific model.

a. Grouping

(1) Ability -- The placing together for instructional purposes of students who have similar mental capacities for learning. The maximum class size for a Section 5 teacher shall be no more than 15 students.

(2) Achievement -- The placing together for instructional purposes of gifted students whose overall academic achievement or achievement in a specific content field or area is similar. The maximum class size for a Section 5 teacher shall be no more than 15 students.

b. Self-contained Classrooms

The grouping together of identified gifted students for more than one half of each instructional day. The maximum class size for a Section 5 teacher of the gifted must be no more than 15 due processed students who receive the major portion of their instruction from a fully certified teacher of the gifted.

c. Resource

The placing of gifted students in a regular classroom and providing special instruction in a resource model in a designated school. Students enrolled in a resource model are enrolled in the regular instruction program while receiving special education services from a Section 5 teacher for one half or less of the regular school day. Types of resource models shall include, but not necessarily be limited to the following.

(1) Resource Room -- A designated classroom to which the children come for instruction. The resource room model assumes that the resource teacher and the regular

education teacher cooperate in planning the student's total instructional program. The maximum case load for an elementary or middle school teacher should be no more than 45 students per week with class groupings at any one time of no more than 10 to 12 students. The maximum case load for a secondary teacher should be no more than 60 per week with class groupings at any one time of no more than 12 to 15 students.

(2) Resource Teacher -- The resource teacher works with identified due processed students and their regular teacher within the actual regular classroom setting. The maximum case load for this teacher is 40. Class groupings should include no more than 10 to 12 students.

(3) Itinerant Resource Teacher -- An itinerant resource teacher serves more than one school. The teacher works with due processed gifted students and their regular teachers. The case load for the itinerant resource teacher may be lowered to approximately 30 to allow for travel.

d. Extended Day Program

The operating of special classes for gifted students that meet prior to the opening of school or after normal school hours and are taught by regular classroom teachers or by volunteers such as community resource people. Regular classroom teachers and volunteers should participate in in-service training programs in the area of the gifted.

e. Acceleration

Any administrative procedure designed to allow a gifted student to move through the regular school program at a more rapid rate than usual. It includes such practices as:

(1) Grade-skipping -- The movement of a child from one grade higher than chronological age indicates he should be placed.

(2) Advanced Placement Courses* -- Courses that offer students an opportunity to complete college level courses while still enrolled in secondary school and to receive advanced placement and credit for one or more of these upon entering college. The maximum class load for the teacher of Advanced Placement classes shall be no more than 15 students per period, two periods a day.

* Refers only to Advanced Placement Courses offered through the College Entrance Examination Board.

(3) Early Admission -- Policies dealing with any early admission program must be developed and approved by the local board of education and filed with the Program for Exceptional Children, Georgia Department of Education. Such policies must be incorporated into the system's special education comprehensive plan.

(a) Early Admission to College -- Admission to college as a full-time student after the completion of 10 or 11 years of schooling.

(b) Early Admission to School -- A program allowing preschool gifted to enter a formal learning program in the school earlier than most children.

f. Joint Enrollment Program

High school juniors and seniors are enrolled in college, university or technical school classes normally not available on the high school campus and spend part of the day on the college, university or technical school campus.

Students enrolled in such programs receive both high school and college credit. Such students must meet state regulations for attendance in the secondary school in order that ADA credit may be claimed by the local education agency, unless prior approval for exemption from regulation is on file.

Students may attend college full time and receive secondary school credit toward graduation for courses successfully completed. No ADA may be claimed by the local education agency for such students. Local education agencies and colleges or universities participating in joint enrollment programs must have agreements and policies that govern the operation of the program. Such policies must be incorporated into the system's special education comprehensive plan and must be on file with the Program for Exceptional Children, Special Programs Divsion, Georgia Department of Education.

g. Special Seminar

A small group of students who have common interests and concerns and who meet regularly, short and long term, for the purpose of study, discussion and exchange of ideas.

h. Independent Study

A program through which a student designs his or her own course, become his or her own instructor and evaluator but has a teacher-sponsor or advisor who provides guidance when needed.

Teacher-sponsors or advisors for independent study programs must participate in a pre-service workshop in the area of the gifted prior to beginning a program.

Policies dealing with independent study programs should be incorporated into the system's special education comprehensive plan, approved by the local board of education and filed with the Program for Exceptional Children, Georgia Department of Education as part of the agency's comprehensive plans.

i. In-depth - Comprehensive Courses

Courses specially designed to provide comprehensive in-depth instruction and experiences in content areas. These courses must be taught by Section 5 teachers of the gifted. Courses must be included in the system's approved comprehensive plan.

j. Other

Other delivery models may be approved through the system's comprehensive plan.

7. Support Services

The support services area represents a variety of specialty programs and activities which complement and strengthen the school curriculum and instructional objectives. The major support services identified in relation to the gifted are:

a. Pupil Personnel Services

b. Community Resources

c. Institutions of higher learning and their resources

d. Cooperative Educational Service Agencies

e. Georgia Learning Resource System Centers

8. Administration

The local education agency superintendent and his board of education must designate someone in a supervisory or administrative role, such as the coordinator of the program for the gifted, special education director, curriculum director or assistant superintendent, to be administratively responsible for the program for the gifted. This person may be a Section 5 teacher who provides direct services to due processed gifted students for one-half of a school day and coordinates the program for the gifted the remainder of the day.

9. Appeal Procedures

Appeal procedures are specified in Georgia Board of Education policies, 05-300 through 05-320.

10. Disbursement of Funds

The disbursement of funds for the operation of a state-approved program for the gifted shall be the responsibility of the Fiscal Services Division, Grants Management, Georgia Department of Education.

IV. PROCEDURAL SAFEGUARDS

The following provisions of Georgia's Program for Exceptional Children, Regulations and Procedures are applicable to the program for the gifted.

A. General Provisions

1. Each school system shall insure that all communications made to parents be in both English and the primary language of the home, if such primary language is other than English. Such communications shall be made, to the extent possible, in simple and commonly understood words.

2. Where the parents are unable to read in any language, all efforts shall be made to communicate orally.

3. Testing - Limitations

   Each school system shall insure that whenever testing of a child is required or permitted by these regulations, the results of ability aptitude or achievement tests shall not be used exclusively or principally as the basis for any finding or conclusion.

   Individual psychological examinations shall be administered and interpreted only by an approved examiner. (See School Psychology Services Handbook.)

4. A student may be referred for evaluation by any of the following.

   a. A school official, including, without limitations, a teacher

   b. A parent or guardian

   c. A judicial officer

   d. A social worker

   e. A physician

   f. The child, if age 18 or over, or under 18 and enrolled full time in an institution of post-secondary education.

B. Due Process

1. Evaluation

   a. Initial Evaluation

      All children who are considered for gifted education services shall have a comprehensive evaluation of their abilities and handicaps.

      All children referred for gifted education evaluation shall be screened for possible hearing and vision difficulties prior to educational or psychological evaluations.

b. Re-evaluation

All children enrolled in gifted education programs shall be comprehensively re-evaluated educationally or psychologically no later than three years after the last previous evaluation. The re-evaluation may take place within the three years upon the request of any person having the original authority to make an initial referral with the approval of the placement committee.

Educational assessment and program revision shall be made on an annual basis.

c. Signed Parental Consent

The local school system must have signed, informed parental consent on file before any child is singled out for any evaluation other than routine operations happening to all children at some point in their school year (e.g., mass vision, dental, hearing and speech screening unless parent has previously filed a form of protest). After a child is referred for evaluation, the local school system shall send to the parents of such a child a notice containing the following.

(1) A statement that a referral has been made, including the name and position of the person making such referral. (The principal of the child's school shall assure that the parents have been notified of referral prior to evaluation.)

(2) A statement describing the evaluation process.

(3) A statement that the parents will be informed of the place and date when the evaluation will begin, and the willingness of the appropriate school official to meet with the parents to discuss the reasons for referral and the nature of the evaluation.

(4) A statement that the parents will be informed within a reasonable period, but not to exceed 30 school days, of the results of the evaluation after its completion.

(5) A statement that the parents may be present at all placement committee meetings where the educational placement will be determined and that such meetings will be held at a preannounced time.

(6) A statement indicating that the parents may agree to the evaluation of their child or may refuse such an evaluation. The parent's decision must be clearly indicated on the form, signed by the parent and placed on file in the local school system.

(7) A statement indicating that, in the event no response is received within 15 school days, an appropriate school official will contact the home to determine the reason for lack of response.

(8) A statement that no major change will be made in the student's educational program until proper notification is given to parents.

2. Initial Placement

No student shall be placed in a gifted education program until that student is the subject of a meeting of the Special Education Placement Committee which shall review all pertinent information and determine the appropriate program for that child.

The determination to place any child into a gifted education program shall not be made exclusively or principally upon results of tests administered during evaluation. All pertinent data on each child should be reviewed by the entire committee, including, but not limited to the following.

a. Appropriate school age.

b. Observation data from the referring party and student records.

c. Where applicable, a current, thorough, individual educational evaluation, including a comprehensive assessment of achievement, visual-motor and perception skills.

d. A case history with pertinent developmental and social data gathered from the parents.

e. Where applicable, an individual psychological examination by an approved examiner.

f. Any additional data as requested by the placement committee.

g. Signed Parental Consent

All children who are evaluated for possible gifted education services shall be subject to review by the placement committee. All children who are recommended by the placement committee to be placed in a gifted education program shall have signed, informed parental consent on file within the school system before placement can occur.

No later than 15 school days after a child has been recommended for placement, the local school system shall send to the parents of such a child a notice containing the following.

(1) A statement of the specific proposed placement with a description of the educational components or curriculum or curriculum opportunities available within that program.

(2) A statement that the placement committee minutes, school files, records and reports pertaining to the child will be available for inspection and for copying at reasonable costs.

(3) A statement of the reasons for the proposed action, including specific tests or reports upon which the proposed action is based.

(4) A statement of willingness of appropriate school officials to meet with the parents to discuss the reasons for the recommended placement, the nature of the placement and to resolve differences of opinion.

(5) A statement indicating that the parents may accept or reject the placement recommendation. The parent's decision must be clearly indicated on the form signed by the parent and placed on file in the local school system.

(6) A statement indicating that, in the event no response is received within 15 school days, an appropriate school official will contact the home to determine the reasons for lack of response.

C. Nondiscriminatory Testing and Placement

All components of the comprehensive evaluation shall include cultural, language and adaptive factors. The local school system assumes responsibility for the development of an appropriate individual education plan for the child based on a description of his or her strengths and weaknesses and giving full consideration to cultural, language and adaptive factors. Testing and evaluation materials selected for the purpose of evaluation and placement are selected and administered so as not to be racially or culturally discriminatory.

The following evaluation procedures are in effect.

1. Tests and similar evaluation materials are provided and administered in the child's native language or mode of communication unless it is clearly not feasible to do so.

2. Tests and similar evaluation materials have been properly and professionally validated for the specific purpose for which the recipient proposes to use them.

3. Tests and similar evaluation materials are administered in conformance with the instructions provided by their producer and are administered by personnel who meet appropriate certification or licensure requirements under Georgia law.

4. Tests and similar evaluation materials assess specific areas of educational need and not merely provide a single general intelligence quotient.

5. Any testing of children with impaired sensory, manual or speaking skills accurately reflects the aptitude or achievement levels in whatever other factor the test purports to measure.

6. Information from sources other than ability or achievement tests, including information concerning physical condition, sociocultural background and adaptive behavior in home and school, is gathered and considered and the weight given to each of these sources is documented.

7. Interpretation of evaluation data and subsequent placement is determined by a multidisciplinary team.

8. If evaluation data shows the child does not need instruction in a special setting, the child will not be placed outside the regular instructional setting.

D. Confidentiality of Records

The privacy rights of gifted children and their parents or guardians shall be recognized in the same manner as any child's rights are recognized under the Family Education Rights and Privacy Act of 1974, and the regulations promulgated thereto.

V. ASSESSMENT INSTRUMENTS

The following is a list of typical standardized mental ability and achievement tests. It is not considered to be exhaustive. Additional tests are available which are of equal value. Some of those listed require specialized training and should only be used by qualified examiners.

A. Mental Ability Tests

1. California Short Form Test of Mental Maturity
   CTB/McGraw Hill

2. Cognitive Abilities Test
   Houghton-Mifflin Company

3. Columbia Mental Maturity Scale
   Harcourt-Brace-Jovanovich

4. Differential Aptitude Tests
   Harcourt-Brace-Jovanovich

5. Educational Ability Series
   Science Research Associates

6. Henmon-Nelson Tests of Mental Ability
   Houghton-Mifflin Company

7. Kuhlmann-Finch Scholastic Aptitude Tests
   American Guidance Service

8. Leiter International Performance Scale
   Stoetling Company

9. Lorge-Thorndike Intelligence Tests
   Houghton-Mifflin Company

10. McCarthy Scales of Children's Abilities
    Harcourt-Brace-Jovanovich

11. Otis-Lennon Mental Ability Test
    Harcourt-Brace-Jovanovich

12. Otis-Lennon School Ability Tests
    Harcourt-Brace-Jovanovich

13. Primary Mental Abilities Test
    Science Research Associates

14. Raven Progressive Matrices
    Harcourt-Brace-Jovanovich

15. Short Form Test of Academic Aptitude
    CTB/McGraw-Hill

16. Slosson Intelligence Test
Slosson Educational Publications, Inc.

17. Stanford-Binet Intelligence Test, Form LM
Houghton-Mifflin Company

18. Wechsler Intelligence Scales
Harcourt-Brace-Jovanovich

B. Academic Achievement Tests

1. California Achievement Tests (1968-69; 1977-78)
CTB/McGraw-Hill

2. Comprehensive Test of Basic Skills (1968-69; 1973-75)
CTB/McGraw-Hill

3. Iowa Test of Basic Skills (1978)
Houghton-Mifflin Company

4. Iowa Test of Educational Development (1979)
Houghton-Mifflin Company

5. Metropolitan Achievement Tests (1978)
Harcourt-Brace-Jovanovich

6. Peabody Individual Achievement Test (1970)
American Guidance Service

7. Sequential Tests of Educational Progress (1972-79)
ETS/Addison-Wesley

8. SRA Achievement Series (1978)
Science Research Associates

9. Stanford Achievement Test (1973)
Harcourt-Brace-Jovanovich

10. Stanford Diagnostic Reading and Mathematics Tests (1976)
Harcourt-Brace-Jovanovich

11. Tests of Academic Progress (1971)
Houghton-Mifflin Company

12. Tests of Achievement and Proficiency (1978)
Houghton-Mifflin Company

13. Wide Range Achievement Test (1976-78)
Guidance Associates of Delaware, Inc.